

**STRATEGIES APPLIED BY ENGLISH TEACHER TO ENCOURAGE
STUDENTS TO SPEAK AT TENTH GRADE OF SENIOR HIGH SCHOOL 3
SUKOHARJO IN ACADEMIC YEAR 2016/2017**



Submitted as a Partial Fulfillment of the Requirements for Getting the Bachelor
Degree of Education in English Department

by

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APPROVAL

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PUBLICATION ARTICLE

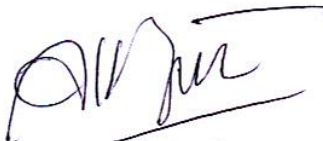
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ACCEPTANCE

STRATEGIES APPLIED BY ENGLISH TEACHER TO ENCOURAGE STUDENTS TO SPEAK AT TENTH GRADE OF SENIOR HIGH SCHOOL 3 SUKOHARJO IN ACADEMIC YEAR 2016/2017

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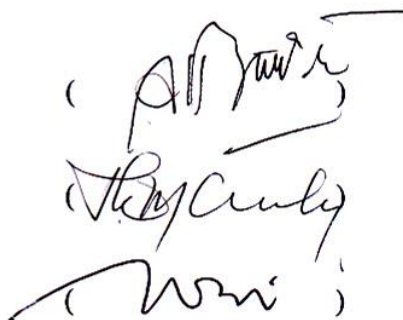
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TESTIMONY

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Sukoharjo in Academic Year 2016/2017

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Surakarta, June 7th, 2017

The researcher



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STRATEGIES APPLIED BY ENGLISH TEACHER TO ENCOURAGE STUDENTS TO SPEAK AT TENTH GRADE OF SENIOR HIGH SCHOOL 3 SUKOHARJO IN ACADEMIC YEAR 2016/2017

ABSTRAK

Penelitian ini bertujuan untuk (1) mengidentifikasi strategi-strategi yang di gunakan oleh Guru Bahasa Inggris untuk mendorong siswa berbicara Bahasa Inggris, dan (2) menjabarkan cara guru untuk menerapkan beberapa strategy yang digunakan oleh guru di kelas. Jenis penelitian ini adalah penelitian kualitatif. Metode pengumpulan data di penelitian ini yaitu wawancara, observasi, dan dokumentasi. Hasil dari penelitian yaitu: (1) Strategi-strategi yang digunakan oleh Guru bahasa Inggris untuk mendorong siswa berbicara bahasa Inggris, strategi-strategi tersebut meliputi: 1) membagi kelompok diskusi secara acak, 2) membagi kelompok diskusi secara berurutan, 3) *hunting tourist*, 4) permainan, 5) menggunakan bahasa *bilingual* ketika kegiatan belajar mengajar berlangsung, dan 6) pemberian hadiah; (2) cara guru menerapkan berbagai strategi tersebut didalam kelas. Peneliti menyimpulkan bahwa Guru Bahasa Inggris di SMAN 3 Sukoharjo menggunakan strategi pembelajaran untuk mendorong siswa berbicara sehingga dapat meningkatkan kemampuan berbicara siswa yang menggunakan Bahasa Inggris.

Kata kunci: Strategi, Mendorong, Berbicara, Siswa, Bahasa Inggris.

ABSTRACT

This research is aimed at (1) identifying the strategies used by the English teacher to encourage students to speak, and (2) describing the teacher applies the strategies to encourage students to speak. The type of this research is qualitative research. The method of collecting data is interview, observation, and documentation. The result of this research shows that (1) the strategies applied by english teacher to encourage students to speak, the teacher used strategies as follows: 1) dividing the students into group randomly, 2) structuring group discussion, 3) hunting tourist, 4) using games, 5) using bilingual in teaching learning for speaking skill, and 6) giving reward; (2) the way of implementing the strategies to encourage students to speak. The researcher concluded that English teacher of Senior High School 3 Sukoharjo used strategies to encourage students to speak which could increase their speaking skill ability.

Key word: Strategies, Encourage, Speaking, Students, English.

1. INTRODUCTION

As MEA (ASEAN Economic Cooperation) has been implemented in Indonesia, it is important for having capability of speaking English. As we know, English is an international language that helps us to interact with people around the world. If the most people in Indonesia cannot speak English fluently, they will not have a chance to interact with the foreigner, cannot develop and

compete in this global era. In brief, all of people in Indonesia must master English well in order to be able to follow the development of the age.

There are four skills that should be mastered in learning English, namely: listening, reading, speaking, and writing. The supporting elements that we must have to master English well, there are: mastering vocabulary, being able to pronounce the words well, and using right grammar when speaking.

One of the skills to master English is speaking. It is a crucial thing in English. In speaking, it is impossible to write or memorize what we want to speak in the same time while we are talking with foreigner. It needs skill to speak spontaneously. Then, it is impossible to interact with them using written language.

According to Bailey (in Hammad & Ghali 2015: 53) speaking is spoken language which delivers the meaning through oral expression structurally. Meanwhile, Cheng (in Hammad & Ghali 2015: 53) argues that speaking is communication happens between the speaker and hearer. Moreover, Fulcher (in Hammad & Ghali 2015: 53) states that speaking is the oral skill which is used to state the opinion to other people. So, speaking delivers the words in oral language in order to the hearers can understand what the speakers mean.

In Senior High School 3 Sukoharjo, the researcher found that there are six strategies which is applied by the teacher to encourage students to speak, such as: dividing the students into group randomly, structuring group discussion, hunting tourist, using games, using bilingual in teaching learning for speaking skill, and giving reward.

There are seven previous studies related with the strategies applied by English teacher to encourage students to speak. Buriro and Aziz (2014) investigated how to minimize positive results in a language classroom which had not been explored in Pakistan. The aim of this paper was to explore the factors responsible for learners anxiety in speaking English as a foreign language in the target context. Aydin (2016) had reached the study showed on the effect of FL teaching anxiety. The aim of this research was to identify of anxiety and to explain the factors that caused it happen. Tsai (2014) had researched how are the

students afraid to speak, less confidence and do not brave to practice. This study aimed to show the differences of males and females in speaking anxiety while on the study. Gilakjani and Sabouri (2016) had reached teachers way to increase his/her students English ability. The purposes of this research was to discuss explicitly speaking skill especially pronunciation. Bacescu (2012) had reached the technique which was used by the instructor to teach English conversation in large group. The purpose of this study was to implement communication strategies in teaching English in the class. Supharatypthin (2014) had reached the teachers technique to develop students capability in listening and speaking skills. The purposes of this research were to know the learners difficulties in studying English in listening and speaking and to identify the differences in the learners capability in listening and speaking before and after being taught by utilizing Communicative Approach.

The reason of the researcher wants to observe strategies applied by the English teacher to encourage students to speak at tenth grade students of Senior High School 3 Sukoharjo is no one makes the research about encouraging to speak used by the teacher or another research.

In this research, the researcher uses several theories related with the previous study in order to encourage the data of research. There are several theories to support her research such as notion of teaching strategy, teaching speaking, and the definition of strategy to encourage speaking, the purposes of speaking, the functions of speaking, elements influencing speaking effectiveness, factors affecting students anxiety, principles of teaching speaking, activities to promote speaking skill, and the last strategies to reduce anxiety.

This study focuses on the strategies applied by the teacher to encourage students to speak English in tenth grade, especially in class X Science 2 and X Social 2 at Senior High School 3 Sukoharjo in academic year 2016/2017. There are two objectives of the study they are: (1) to identify the strategies applied by English teacher to encourage students to speak at tenth grade of Senior High School 3 Sukoharjo in academic year 2016/2017. (2) to describe how the teacher

apply the strategies to encourage students to speak at tenth grade of Senior High School 3 Sukoharjo in academic year 2016/2017.

2. RESEARCH METHOD

This research is qualitative research. Literally, qualitative research is kind of the research that the results are not found by statistic, or using number. Qualitative means something that have correlation with aspect of quality, value or meaning, which contains behind the fact. Quality, value or meaning are only revealed and explained through linguistic, language, or words. According to Creswell (in Widiastuti 2014: 57) qualitative research is a process of investigating by doing a survey in the social case. It means that, qualitative research is kind of research that examine phenomena which is revealed by direct observation through the doer, environment, and the situation too.

The object of the study is the strategies applied by the teachers to encourage students to speak English at tenth grade of Senior High School 3 Sukoharjo especially in class X Science 2 and X Social 2.

The subject is one English teacher who teaches class X Science 2 and X Social 2, named Dra. Thoyyibah Haniek, M.A. The second subject is students of Senior High School 3 Sukoharjo from X Science 2 and X Social 2 classes.

The researcher chooses observation, interview, and documentation as the method of collecting data in her study. There are several techniques for analyzing data in this study they are data reduction, data discussion, and conclusion and verification.

3. FINDINGS AND DISCUSSION

3.1 The Strategies Applied by English Teacher to Encourage Students to Speak

a. Dividing the Students into Group Randomly

According to Fauziati (2015) a group discussion is group work that has aim as explaining the materials with friend that consists of three

until five students. It has other purposes to increase fluency and grammar, because they full talking in the group discussion (p. 110).

Discussion can go on if there is a material which is discussed in-group and then the member ought to explain it to their member or the outside group work. After finishing the discussion with their member, the students should open the discussion with the other group and hold questioning and answering. The member consists of mixing students such as the clever, medium, and the low students.

According to Kayi (2006) discussion is an activity in which the learners worked in group in the classroom talking about the topic, and finally they should be brave to give question, show their concept, and crosscheck the clarification. All of these processes are still monitored by the teacher.

b. Hunting Tourist

Granger (1993) states that the game has four stages, namely:

- 1) The rule of the game: teacher usually explains how to play it, but it is better to ask them to play it directly.
- 2) Choosing sides: It can be divided into following parts:
 - (1) Player A has battle with Player B. It refers to the individual player versus each other.
 - (2) Small Team has battle with Small Team. In every class is separated into many groups.
 - (3) Team A has battle with Team B. in every class is separated into two teams.
 - (4) Person against the Class. In this case the student stands in front of the class and has battle with all members of the class.
- 3) Playing the game: In the game, the discussion should use English as possible.
- 4) Following up: when many mistakes happen, it should be revised, because the main objective of this game is in using language (p. 5).

The theory above is suitable with hunting tourist. The English teacher makes the rule of this strategy which is suitable with it. At the first, the teacher gives them examples how to ask the foreigners and to make a good conversation with them. The teacher interacts with the foreigners using good manner, asks them common topics, and does not ask them private things. Second, the teacher divides them into many groups. One class is separated into two until three groups. Third, the English teacher obliges them to speak English fully when they want to interact with the tourist. It does not matter whether they have low linguistic ability or not, the important thing is only the foreigners still can understand what the students are talking about. In the last is, there is correction from the teacher after they finish their conversations.

c. Using Games

In this section, the teacher uses games as the strategy to teach making an ice breaking in order that the students are not nervous to join learning English in the class. They have relax time to follow English study in the class, because this is the most strategies which make the students comfort and do not feel burdened.

Silvers (in Fauziati 2015: 106) argued that a game is one of an activity that helps the students to make their own creativity. It gives relax condition to the students so they can enjoy this way (p. 106).

According to the statement above, a game not only gives relax atmosphere but also increases their creativity. It can happen because the students feel this is informal time so they can feel different with their usual class. The students are motivated to be better because in implementing game they are asked to be an active participant. Individual or group game obliges the students to be critical, because they should guess or fill something.

In Senior high School 3 Sukoharjo, English teacher of the tenth grade uses word guessing, as the theme of this game, beside it is fun, it can promote their vocabulary competence to make them easier to speak.

d. Using Bilingual in Teaching Learning for Speaking Skill

In teaching learning English at Senior High School 3 Sukoharjo uses Bilingual as communication to encourage students to speak. Bilingual is the communication which is used by the instructor and the learners when studying in the class, it consists of L1 and L2. In Indonesia, L1 is Bahasa and L2 is English.

In teaching learning process, teacher and the students uses L1 and L2 in communicating, it is used to minimize the shortcomings in communication. It is allowed because the students have low ability in L2 linguistic knowledge (Agudo, 2012, p. 40).

Based on the explanation above, the beginners are allowed to use Bilingual in the study. They will face many problems, because the students lack of comprehending linguistic L2. If they are forced to use full English, misunderstanding can happen in that learning. The implementation of bilingualism in the class, does not influence the students achievement. Students achievements depend on their ability, knowledge, and confidence while delivering the speaking.

Cummins (in Agudo 2000: 40) supported in this line. The using of L2 in the class is not collateral for the learners to get maximal apprehending. Because the premise “the more English, the better result” is not absolutely right, in fact there is no relation between input and academic achievement.

The students weaknesses of using English are caused by many aspects, the one of these aspects is claimed by Fauziati (2015) many learners have no interest to communicate in English, because this phenomenon is seldom found in the school or in the class. They get difficulties to show the words in English because of lacking familiar words and phrase, so this condition establishes the students to their demerit of English (p. 35).

e. Giving Reward

English teacher at tenth grade of Senior High School 3 Sukoharjo always gives the students rewards. Although it is just a praise it can make the students motivated by the teacher.

The teacher also gives motivation to the students to build their enthusiasm. Like the students told to the researcher, *“Hmm... She ever told us to study hard, and try to comprehend the materials by ourselves because not all the time we can be accompanied by her”* An interview with the students on February 6th, 2017). By saying like that, it gives little tension to them that the students do not depend on the teacher in all conditions. They must be autonomous in order that if the teacher cannot help them, they can still go straight without hanging on the teacher.

It is stated by Brown (2007) there are 7 principle of teaching speaking, as follows: 1) interest in continuity and harmony, 2) serving motivating method, 3) recommend the utilize authentic language in meaningful context, 4) give suitable feedback and comment, 5) emphasize simple link between speaking and listening, 6) let students to begin oral conversation, 7) encourage the development of speaking method.

The theory above shows that, these are the teachers role as a supporter, because they are serving, giving, supporting, spending, motivating, and establishing many things to the students despite it is important or not too important. If the teacher fulfills these categories, they will become perfect supporter teachers to their students.

In the fourth principles, it is explained that the teacher must give appropriate feedback and comment, it means that the teacher should give reward to the students which is proved by giving them nice comment and feedback to the students so they can raise their confidence and become having intention to increase their speaking ability. Thus, this strategy is compatible with the Brown's theory.

3.2 The Way of Implementing the Strategies to Encourage Students to Speak

a. Dividing the Students into Group Randomly

According to the observation, before starting the meeting, Mrs. Haniek gave them greeting to open the class, and then asked the students to say *Basmallah* and opened with *Salaam*. She continued it by checking students attendance and discussed the previous lesson.

X Social 2 class was asked by Mrs. Haniek to make dialogue in pairs. They were asked to make dialogue related with Biography of the figure. Mrs. Haniek gave the criterion to be valued, such as: the correct pronunciation, good grammar, and how to deliver dialogue.

Mrs. Haniek just gave 20 minutes to prepare. The first group which was chosen by Mrs. Haniek was a group consists of Yan and Habib. They talked too much about Mr. B. J. Habibie. The dialogue of Yan and Habib totally discussed Mr. Habibie who is very clever and have high intelligent. After that, Mrs. Haniek gave them a question to give the addition score for their performance.

Before closing the meeting, she gave explanation how to make great dialogue, she said that the performance of Yan and Habib were good enough because they could manage the class well, the audiences did not get bored, and they could act without getting nervous. She also said that the most important thing to deliver speaking is the students must have confidence to make them reducing nerves.

After that, Mrs. Haniek closed the meeting because the time was not sufficient. They would continue this dialogue next meeting. She closed the meeting by saying *Hamdalah* and *Salaam* to end it.

b. Structuring Group Discussion

According to the observation, the first activity was Mrs. Haniek gave them greeting to open the class, and then was followed by saying *Salaam* and asked the students to say *Basmallah* together to start the activity. Before continuing the activity, Mrs. Haniek checked the

students attendance and asked the prior meeting in that class, they studied Narrative text, and then that day they should make a narrative text in a group.

The schedule in meeting that day was discussing the narrative text and then presenting in front of the class. Mrs. Haniek was asking the students to make a group which one group consists of four students.

Mrs. Haniek gave them 30 minutes to get preparation to make good narrative text. They should write down the elements of Narrative text. After that, Mrs. Haniek asked to the Hanifa's group to come forward to present their works. Hanifa opened the presentation first, then she mentioned her members, and Hanifa's group took the topic entitled "*Cinderellas Love Story*". They presented their work totally. After Hanifa's group presented their work, one audience asked a question.

After that, it was continued by the next group. They still gave their best performance, and were followed by asking and answering the question. Mrs. Haniek still monitored their performance.

The time was up, then she closed the meeting by saying *Hamdallah* together and ended by saying *Salaam*.

c. Hunting Tourist

According to the observation, the English teachers team of Senior High School 3 Sukoharjo had a hunting tourist program to go to Prambanan Temple and Kraton Jogja that invited the students to join that.

The students were asked to be united at school to go by riding bus together with their friends and teachers. The students went to the destinations at 08.00 AM. After two hours riding the bus, they arrived at Yogyakarta.

The first place was Prambanan Temple. The teacher told that the students had to get group task, if the students did individual task the foreigners would be bored because they would answer the same questions from the students.

The students were asked by the teacher to ask everything to the foreigners. The teachers obliged them to write the report on the piece of paper so that they might ask the foreigners a lot of information. After 10 minutes they did interviewing the foreigners, they went to the spot that have been informed by the teachers to be united after finishing the interview. They should continue to the next destination, Kraton Jogja. The English teachers asked them to interview the foreigners related with their impression after attending at Kraton Jogja.

After doing these activities, the teachers and students were directed to the bus and they wanted to go back to the school. The English teachers asked their own students to collect these reports for 1 week after joining the study tour.

d. Using Game

According to the observation, the teacher opened the learning by saying *Salaam* and then the students answered it all at once. After that, the teacher started the teaching and learning by saying *Basmallah* together with the students. After doing the opening, the teacher and the students were praying together to make their teaching learning were blessed.

The rule of the game was the teacher asked them to write the words related with the word that she said. For the example, she said butterfly, so she asked them to write many words, which began with B letter, after that she asked them to read it but the pronunciation might be correct. It could be 5 words until 10 words, after that she asked them to read but the pronunciation might be correct. It took short time, so the students might think tightly to finish it, because they were trapped on the short time. It depended on the time, whether they had additional time or not.

If the game was felt enough by the teacher, they should continue their study. Because it was held before doing the teaching learning, the teacher felt that it was like an ice breaking.

e. Using Bilingual in Teaching Learning

According to the observation, in teaching learning, the English teacher used bilingual in the class because not all students could understand fully and spoke English fluently. Therefore, the teacher decided to use Bahasa and English in the class.

The teacher, opened the learning by giving them a greeting such as “Good morning,” “How are you today?,” “Who is missing today?,” and “What are the topics we have discussed last meeting?.”

While explaining the materials, she still used Bahasa, for the example, the teacher was explaining Narrative Text. On the other hand, there were the students who asked something, the teacher requested them to speak in English. Although they did not speak English clearly, the teacher still understood and let them to speak.

For the example, the students said “Mam, how can.. emm how can we understand the.. the *perbedaan* of narrative with another texts?”. This statement was allowed by teacher. At least the students could speak English by encouraging them.

After finishing the explanation of the material, the teacher closed the meeting by saying many sentences using English, for the example, “Do you understand what I have explained?.” “Ok if all of you have understood let’s close our meeting by saying *Hamdallah* together.”

f. Giving Reward

According to the observation, in teaching and learning in the school, teacher gave reward to the students when they could answer the question. It could praise them or gave good comments.

The first event was when the students of X Science 2 class could present their discussion Narrative text, in the end of discussing the materials Mrs. Haniek gave those comments related their performance, she said, “This is the first group which wants to perform, they have high confidence, and they have bravery to deliver their organized argument.” By delivering her comment, it made the students feel happy and raised

their confidence. However, the teacher also gave criticism to the other students in that group, just the leader who was talkative in that discussion. However, they should manage their teamwork. The second phenomenon was while the teacher was teaching in X Science 2 class, she taught the students to make dialogue in pairs. After performing the dialogue, she gave her reward to the students.

In this time, there were two students who discussed Mr. B. J. Habibie, they could deliver it concretely and made the situation very fun. Finally, she said, “The performance of Yan and Habib were good enough because they could manage the class well, the audiences were not bored, and they could act without nerves.”

After explaining her comment, the two students felt happy and be more motivated to do better.

4. CONCLUSION

In reality, the result of implementing these strategies encourages the learners to speak from previous research are: 1) The result from Siritaratn (2015) from Kasetsart University, Thailand entitled “*Improving Low-Proiciency Efl Learners Oral Communication by Using Project Work*” is the researcher was using project work to improve oral communication; 2) The result from Gilakjani and Sabouri (2016) from Department of English Language Translation, Islamic Azad University, Lahijan Branch, Lahijan, Iran and Department of Linguistics, Payame Noor University, Tehran, Iran entitled “*How can EFL Teachers Help EFL Learners Improve Their English Pronunciation?*” is the researcher found that the teacher teaches the pronunciation by attending native and non-native speaker to teach pronunciation in the class; 3) The last the result from Supharatypthin (2014) from Pibulsongkram Rajabhat University, Thailand entitled “*Developing Students Ability in Listening and Speaking English using the Communicative Approach of Teaching*” is the teacher taught the students by using Communicative Approach.

Nevertheless, according to the researcher, in this study entitled “*Strategies Applied by English Teacher to Encourage Students to Speak at Tenth Grade of Senior High School 3 Sukoharjo in Academic Year 2016/2017*” the researcher found different strategies to encourage students to speak after observing in the researcher field. The researcher found that the teacher implemented six strategies, as follows: 1) dividing the students into group randomly, 2) structuring group discussion, 3) hunting tourist, 4) using games, 5) using bilingual in teaching learning for speaking skill, and 6) giving reward.

In conclusion, there are many strategies which can be applied by the teacher. In previous researches, the teacher used ancient strategies, but in this time, the teacher is using different kinds of strategies, so the results above can enrich the findings related with strategies to be implemented by other teachers.

The English teacher applies these strategies by doing many sequences of activity. The first, the teacher starts the activities by saying *Basmallah, Salaam*, praying, and checking the students attendance. The second, the English teacher starts to open the materials by explaining the subject and asking the students to make work groups, for the example, in putting students in small group discussion the teacher makes the students work in pair, and then in hunting tourist, the teacher makes large group which consists of big amount students; in game, the teacher just let them sit in their own seats to guess the game. The third, the teacher closes the meetings by uttering the conclusion and ends up the meetings by praying, *Hamdallah*, and *Salaam*.

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